

PEER TEAM REPORT
ON
INSTITUTIONAL RE-ACCREDITATION OF
UNIVERSITY OF CALCUTTA, KOLKATA, WEST BENGAL

December 07 to 10, 2009

National Assessment and Accreditation Council
Bangalore

Section I: GENERAL INFORMATION	
1.1. Name & Address of the Institution	: UNIVERSITY OF CALCUTTA, COLLEGE STREET, KOLKATA, WEST BENGAL
1.2. Year of Establishment	: 1857
1.3. Current Academic Activities of the Institution (Numbers)	
• Departments/Centres	: Arts :-- 20 Science :-- 22 Commerce :-- 1
• Programmes/Courses offered	: PG :-- 102 UG :-- 20 M. Phil.-18 Ph. D. :-- 65 Other :-- 110 Total :--315
• Permanent Faculty Members	: 672
• Permanent Support Staff	: Technical staff: 131 Administrative staff: 2132
• Students	: U. G. :--886 PG:--10238
1.4. Three major features in the institutional context (as perceived by the Peer Team)	<ul style="list-style-type: none"> • Oldest University in the country keeping abreast with the newer developments in higher education, situated in the central part of the city with eight satellite campuses • More than 90% of the faculty members are Ph.D. qualified • Participatory decision making process with commitment for social responsibility to provide higher education to all sections of the society.
1.5. Dates of visit of the Peer Team (A detailed visit schedule is included)	: 7 th - 10 th December, 2009 (enclosed)

1.6. Composition of the Peer Team which undertook the on-site visit :	
<p>Chairperson :</p> <p>Members: :</p>	<p>Prof. S. P. Thyagarajan Former Vice-Chancellor, University of Madurai Res: 5, 1st Street, Nehru Nagar, Adayar, CHENNAI-600020</p> <p>Prof. S. D. Sharma Former Vice-Chancellor, Himanchal Pradesh University House No. 74, Sector 7, Urban Estate, Karnal-132001, Harayana</p> <p>Prof. P.K. Biswasroy Professor & Head Department of Commerce, Berhampur University, BERHAMPUR-760007, Orissa.</p> <p>Prof. B.V. Babu Dean, Educational Hardware Division (EHD) Chemical Engineering, Birla Institute of Technology & Science (BITS) PILANI-333031, Rajasthan</p> <p>Prof. Valerian Rodrigues Professor & Chairman, Centre for Political Studies, Jawaharlal Nehru University New Mehrauli Road, New Delhi-110067</p> <p>Prof. Keskar Avinash Professor of Electronics & communication, Dept. of Electronics & Communication Visvesvaraya National Institute of Technology NAGPUR-440010</p> <p>Prof. T. Ahmed Professor, Department of Geology Delhi University, Chatra Marg DELHI-110007</p> <p>Prof. Adi Murthy Professor, Tata Institute of Fundamental Research Centre for applicable Mathematics, Sharada Nagar, Chikka Bommasandra Campus, GKVK Post, Behind Yelahanka New Town Bus Stand BANGALORE-560065</p>
NAAC Coordinator: :	<p>Dr. M.S. Shyamasundar Deputy Advisor - NAAC</p>

Section II: CRITERION-WISE ANALYSIS	
2.1. Curricular Aspects:	
2.1.1. Curricular Design & Development	<ul style="list-style-type: none"> • Faculty members take initiative formally in the departmental councils to develop/revise curricula. • Consultative process with industry and employment sector in curriculum development is yet to be formalised in all disciplines. • Design and development of curricula are mostly knowledge based.
2.1.2. Academic Flexibility	<ul style="list-style-type: none"> • The University has increased the program options in 2008-09 to 315 as UG/PG/ MPhil/PhD, Diploma and Certificate programs which was 239 during 2001-02. • There is no elective option for students presently in the curricula followed, providing academic flexibility of choosing courses of their choice. • Even though the semester based system has been introduced in some of the departments, CBCS with intra and inter- institutional credit-transfer system is yet to be practiced.
2.1.3. Feedback on Curriculum	<ul style="list-style-type: none"> • Student feedback on curriculum development is facilitated by their participation in departmental council and academic council. • There is no formal structured mechanism to get feedback on curriculum from employers, and alumni.
2.1.4. Curriculum update	<ul style="list-style-type: none"> • Many of the disciplines are updating curricula within 3-5 years period. • Most of the curricula have emerging thrust areas.
2.1.5. Best Practices in Curricular aspects (if any)	<ul style="list-style-type: none"> • Direct participation of students in departmental councils providing opportunities in designing curriculum development..

2.2. Teaching-Learning & Evaluation	
2.2.1. Admission Process and Student Profile	<ul style="list-style-type: none"> • Admission process is conducted by wide publicity and transparency including applicable reservation policies. • Structured admission process for Ph. D program has been implemented from the current year.
2.2.2. Catering to the diverse needs	<ul style="list-style-type: none"> • Tutorial classes are conducted. • Strategies for slow and advanced learners are not in place. • There is no formal mechanism for mentoring students. However teachers are available to assist the students as and when approached.
2.2.3. Teaching-Learning Process	<ul style="list-style-type: none"> • Use of laboratory equipment and field experiences are effectively provided to the students, wherever required. • Participative learning and problem solving approaches are not included as integral component of teaching-learning process in all PG programmes. • Computer facility is provided to the students in most of the departments.
2.2.4. Teacher Quality	<ul style="list-style-type: none"> • Over 90% of the faculty members are Ph. D. qualified. • Nearly 200 faculty positions are vacant out of about 900 sanctioned posts. • 461 faculty members have undergone faculty development program during last 5 years.

2.2.5. Evaluation Process and Reforms	<ul style="list-style-type: none"> • University conducts mid-term and end semester examinations. • As of now, results are not declared within 2 months time of completion of examinations. • Reforms in examination procedures & processes are initiated, However, review, revaluation and provision of Xerox copy of answer scripts as a grievance redressal mechanism is yet to be started.
2.2.6. Best Practices in Teaching-learning and Evaluation (if any)	<ul style="list-style-type: none"> • Inculcation of the sense of belonging to the students with their parent University. • Cordial student-teacher relationship.
2.3. Research, Consultancy & Extension	
2.3.1. Promotion of Research	<ul style="list-style-type: none"> • Research facilities in terms of laboratory equipment, research journals and research incentives through both university and funding agency resources. • Faculty members of most of the departments are not provided with research funds by university as seed money to undertake pilot research • Research collaboration with research organizations and industry exist in almost all departments and some have matured into MOUs.
2.3.2. Research and Publications Output	<ul style="list-style-type: none"> • The University has 11 UGC-SAP departments at CAS/DSA/DRS levels, besides being an University with Potential for Excellence (UPE). • There are 46 major projects and 10 minor projects ongoing in the university with an extra-mural grant of Rs. 13.72 Crore • Significant number of faculty have made a number of research publications in indexed and impact factor journals with awards / honours and patents.
2.3.3. Consultancy	<ul style="list-style-type: none"> • There is an established CUIIP-cell providing consultancy services to industries , Govt./ community with and without consultancy charges • Publicizing the consultancy expertise available in the University through multimodal approaches is sub-optimal

2.3.4. Extension Activities	<ul style="list-style-type: none"> • Intense participation of students and faculty in wide ranging extension activities including awareness programs observed. • Organization of NSS activities and networking with affiliated collages are appreciable. • Partnerships have been established with NGOs and civil society institutions.
2.3.5. Collaborations	<ul style="list-style-type: none"> • While individuals have collaborated with national/ international institutions and investigators, formal MOUs of these collaborations are limited. • Industry and agriculture collaborations are involved in lab-to-land programme .
2.3.6. Best Practices in Research Consultancy and Extension (if any)	<ul style="list-style-type: none"> • Mentoring of research fellows and masters level students to take up research as a career . • Provision of subsidised health, counselling, agricultural and community related services.
2.4 .Infrastructure & Learning Resources	
2.4.1. Physical Facilities for Learning	<ul style="list-style-type: none"> • Most of the class rooms and student laboratories are yet to be updated with built-in ICT and multimedia facilities. • The University has the required facilities for computer education for students. • Facilities for students/faculty in sports and extra-curricular activities are inadequate and limited.
2.4.2. Maintenance of Infrastructure	<ul style="list-style-type: none"> • While the maintenance funds are utilized, they are grossly inadequate to maintain buildings, hostels and student related facilities. • Systems for maintaining and utilizing physical facilities are inadequate. • Appreciable systems for maintaining laboratory, computer and information facilities are present.
2.4.3. Library as a Learning Resource	<ul style="list-style-type: none"> • There is appreciable INFLIBNET facility, large number of books and journals with adequate budget allocation. • There is effective and significant use of library resources and e-journals with user-friendly library operations. • While the central library is computerised with all facilities, the departmental and campus libraries are yet to be computerised and networked with the central library.
2.4.4. ICT as Learning Resources	<ul style="list-style-type: none"> • University has a dynamic website which is updated regularly.

	<ul style="list-style-type: none"> • Institution has adequate computer facilities for faculty and students.
2.4.5. Other Facilities	<ul style="list-style-type: none"> • The common rooms for students, canteens, in the campuses, hostels and guest house are inadequate and substandard. • Well equipped health centre provides services through full time paramedical and part-time medical staff. • Institution lacks gardens, landscape and intercampus transport facility.
2.4.6. Best Practices in the Development of Infrastructure and Learning Resources (If any)	<ul style="list-style-type: none"> • The Braille facilities for the differently-abled students from the Universities and colleges. • A well functioning and well equipped administrative staff college. • Maintenance of heritage documents and manuscripts by the library.
2.5. Student Support and Progression	
2.5.1. Student Progression	<ul style="list-style-type: none"> • The student drop out rate is low and percentage of students progression to higher studies is high. • University academic performance is significant in relation to national average. • A structured monitoring mechanism for student progression is lacking.
2.5.2. Student Support	<ul style="list-style-type: none"> • Students are provided with adequate scholarship and group medical insurance. • At present, there is no centralised placement cell with infrastructure to facilitate campus interviews in order to enhance placement services. A new infrastructure to be handled professionally by outsourced agency is initiated. • University provides adequate health and counselling services.
2.5.3. Student Activities	<ul style="list-style-type: none"> • Facilities for indoor and outdoor sports and games are inadequate. • Student participation is notable at state, national and international sports events with some awards and prizes.
2.5.4. Best Practices in Student Support and Progression (If any)	<ul style="list-style-type: none"> • Rowing club facility for students and faculty.

2.6. Governance and Leadership	
2.6.1. Institutional Vision and Leadership	<ul style="list-style-type: none"> • Vision, mission and goals of University are committed towards social responsibility inculcation in higher education. • Effective leadership in the University governance is demonstrated. • Demonstrable valuing of the faculty and non teaching staff paves the way for congenial relationship.
2.6.2. Organizational Arrangements	<ul style="list-style-type: none"> • There is decentralization and participative management with involvement of faculty, non-teaching staff and students in governance of the University. • There is effective management and monitoring of the affiliated colleges. • The Statutes and Norms of the University are still to be updated.
2.6.3. Strategy development & deployment	<ul style="list-style-type: none"> • Disproportionate expansion without consolidation and proportionate physical infrastructure observed. • While plan documents and action plans are project/programme based, university based perspective plan with indicative mile stones is lacking.
2.6.4. Human Resource Management	<ul style="list-style-type: none"> • The teaching to non-teaching staff ratio is 1:3.6 requiring institutional initiative to plan manpower based on current administrative modernisation. • Administrative staff college of the university conducts professional development programmes for the staff. • Self appraisal of teaching staff is conducted at the time of career advancement scheme promotions.
2.6.5. Financial Management & Resource Mobilisation	<ul style="list-style-type: none"> • Financial management is practiced through internal and external audits. • Institutional initiatives for mobilisation of resources through industries, alumni and educational programmes are limited.
2.6.6. Best Practices in Governance and Leadership (If any)	<ul style="list-style-type: none"> • Participatory management by all sections of the University, especially students, in the decision making bodies of the University.

2.7. Innovative Practices	
2.7.1. Internal Quality Assurance System	<ul style="list-style-type: none"> • IQAC does not function effectively. • Structured participation of students in quality assurance and quality enhancement activities through feed back mechanism is lacking. • Attempts are being made to diversity the quality of teaching-learning process leading to quality improvement.
2.7.2. Inclusive practices	<ul style="list-style-type: none"> • There is a Centre for the study of Social Exclusion and Inclusive policy in the University. • Special initiatives to promote empowerment of rural and tribal students are not visible. • University provides gender parity in PG and Ph. D. programmes.
2.7.3. Stakeholder Relationship	<ul style="list-style-type: none"> • Parents, alumni and society have high esteem of the University. • There is a general awareness and commitment on social responsibilities in the University.

Section III: OVERALL ANALYSIS	
3.1. Institutional Strengths	<ul style="list-style-type: none"> • Commitment for social responsibilities in higher education and heritage conservation. • Promotion of research culture among students and researchers. • Participatory management in the decision making process. • Recognition as University with Potential for Excellence and successful implementation of 150th year programmes and projects. • Organized public opinion looks up to the University as an iconic presence.
3.2. Institutional Weaknesses	<ul style="list-style-type: none"> • Island approach to develop excellence in higher education and research. • Lack of inter-disciplinary and inter-departmental interaction in the conduct of PG programmes and research participation. • Lack of infrastructure support for hostels, canteens, student amenity centre, common

	<p>rooms and Guest house.</p> <ul style="list-style-type: none"> • Lack of inter-campus connectivity physically by transport and virtually by inter-campus networking. • Overlapping and compartmentalisation of departments and P.G. programmes draining-off of resources and thinning out of available physical infrastructure.
3.3. Institutional Opportunities	<ul style="list-style-type: none"> • Productive high quality research in selected translatable thrust areas. • Egalitarian approaches to bring about gender parity among faculty and research manpower. • Promotion of sensitivity to balance all areas of higher education ranging from humanities, social sciences, sciences to emerging areas. • Conservation of the wide spread good will among all sections of society towards mobilisation of resources and expertise to the University. • Scope of providing add-on Certificate/Diploma courses along with UG/PG programs to increase employability and entrepreneurship skills of students.
3.4. Institutional Challenges	<ul style="list-style-type: none"> • Implementation of institutional automation of administration, finance and examination through Enterprise Resource Planning (ERP) of Business Intelligence (BI) based systems. • Successful implementation of school system in the University to facilitate offering of PG programmes through Choice Based Credit System (CBCS). • Handling the affiliating functions of large number of collages and conducting of examinations to large number of students with time bound announcement of results consistently. • Sustenance of a old, state University as a globally competent able University. • Feasibility of attracting students and faculty from other states of India and foreign countries for educational and research programmes of the University.

Section IV: Recommendations for Quality Enhancement of the University

1. Virtual tele-education network connectivity among the campuses of the Calcutta University to facilitate efficient use of faculty and infrastructure in teaching and research programmes.
2. Implementation of school system to facilitate inter-disciplinary and inter-departmental interaction in offering the ideal model of choice based credit system with built-in horizontal mobility of students.
3. Modernisation of all class rooms with multimedia and web-based learning facilities and student laboratories to create a hands-on learning ambience.
4. Strengthening of IQAC and its activities in a consistent manner as per UGC/NAAC guidelines.
5. Monitoring of students progression through formal mechanism(s) like tutorial/mentoring system, student monitoring system and professional counselling.
6. Quality enhancement of teaching–learning process by periodic faculty self-appraisal and students feed-back mechanisms.
7. University level Alumni Association/Cell and Placement Centre as student support measures.
8. Strengthening of variable, employment oriented self-financing courses in consonance with UGC policies.
9. Upgrading the facilities of hostels, canteens, student amenity centre and guest houses in the campuses of the University.
10. Effective use of ICT and participatory learning methods in all the teaching-learning programmes of the University.

/ agree with the observations of the Peer Team as given in this Report.

Vice-Chancellor
(Prof. Suranjan Das)

Signature of the Peer Team Members:

Prof. S. P. Thyagarajan Chairman	Prof. Keskar Avinash Member
Prof. S. D. Sharma Member	Prof. T. Ahmed Member
Prof. P.K. Biswasroy Member	Prof. Adi Murthy Member
Prof. B.V. Babu Member	Dr. M.S.Shyamasundar NAAC Co-ordinating Officer
Prof. Valerian Rodrigues Member	

Place: Kolkata
Date : 10.12.2009